

# Professional Development Literacy Initiatives for Students with Severe Disabilities



Paula Marshall  
FDLRS Miccosukee  
FASD Fall Leadership Conference  
September 21, 2010



**WELCOME!**

# No Child Left Behind Act of 2001...

- 2014 every child is supposed to test on grade level in reading and math.
- What about our children with significant disabilities?





# Past (and still present) Situations

- University training had been focused on functional skills
- First Sunshine State Standards minimally addressed literacy
- Lack of research
- Minimal expectations for these learners
- Advocacy?



# Augmentative Communication and Assistive Educational Technology...to the rescue!!

- FDLRS Technology Services  
(ATEN)
  - Linda Burkhardt
  - Kelly Fonner
- Others
  - Pati King-DeBaun
  - Carolyn Musslewhite



# A Bit of...



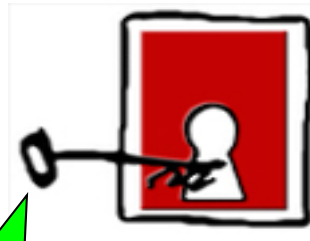
Karen Erickson, Ph.D.

Center for Literacy and Disability Studies,  
University of North Carolina, Chapel Hill



Literacy in  
ACC

CARD Summer Institutes  
Dr. Karen Erickson  
Center for Literacy  
Studies  
UNC-Chapel Hill



FDLRS  
Technology  
Coordinating  
Units  
(ATEN)



SPRINGS



Miccosukee



PAEC  
WESTGATE

Pasco  
County  
Summer  
2010

- Wikispace
- Vodcasts
- Website links
- Connect

# Face to Face with Karen





# CARD Conferences

UF	Center for Autism and Related Disabilities	University of Florida
	<ul style="list-style-type: none"><li>➤ Home</li><li>➤ About CARD</li><li>➤ About Autism</li><li>➤ Calendar</li><li>➤ Resources</li><li>➤ Forms/Contact</li></ul>	 <p>Center for Autism and Related Disabilities</p>
	<p>EXPLORE THE CARD UF WEB:</p> <ul style="list-style-type: none"><li>➤ About CARD</li></ul>	<p><a href="#">+Learn More About Autism</a>   <a href="#">+Learn More About CARD</a> <a href="#">+Sign up for our eNews</a>   <a href="#">+Learn About Visual Supports</a></p>
	<ul style="list-style-type: none"><li>What is CARD?, FAQ, Staff, Parent Partners, Board Members, How You can Help</li><li>➤ About Autism</li></ul> <p>About Autism, Autism Checklist, Diagnosis, Is there a Cure?, People with Autism</p> <ul style="list-style-type: none"><li>➤ Events</li></ul>	<p>The Center for Autism and Related Disabilities (CARD) provides support and assistance with the goal of optimizing the potential of people with autism and related disabilities. Our offices are located in the University of Florida's East Campus Building. The address is 2124 NE Waldo Road, Suite 3200, Gainesville, 32609 (<a href="#">map</a>). Our office hours are Mondays 1pm-5pm, and Tuesday-Friday 9am-5pm. You can call us Toll Free 1-(800)-9-AUTISM or Local (Gainesville Area) (352)-273-0581. We look forward to seeing you!</p> <p><i>Counties Served by CARD-UF Gainesville: Alachua, Bradford, Citrus, Columbia, Dixie, Gilchrist, Hamilton, Hernando, Lafayette, Levy, Marion, Putnam, Suwannee, Union</i></p>



# Gretchen Everhart School, Tallahassee

Fall 05, Jan 06, March 07



## 2<sup>nd</sup> Annual Florida Literacy Camp, December 2007







## Margaret K. Lewis School in Millville

203 N. East Avenue  
Panama City, FL 32401  
Phone: 850-872-4765  
Fax: 850-872-4727



Web Site  Search

Friday, September 17, 2010

Home

Home of the Eagles

From the Principal

News

Mission/Core  
Beliefs

Teachers

"Science may have found a cure for most evils; but it has found no  
remedy for the worst of them all - the apathy of human beings"

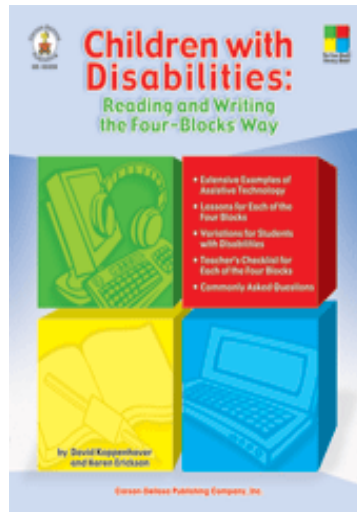
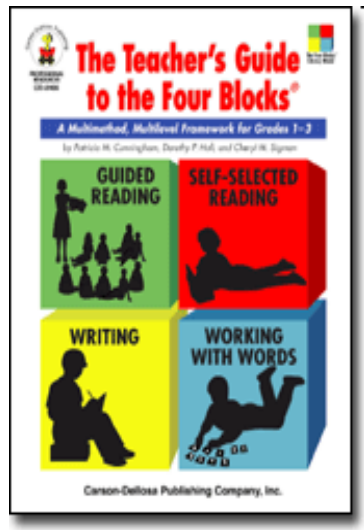
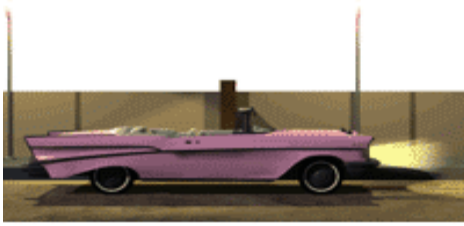
-Helen Keller

April 2008 - 2 full days with faculty and  
research study to follow.

# Escambia County...Westgate School September and December 2008

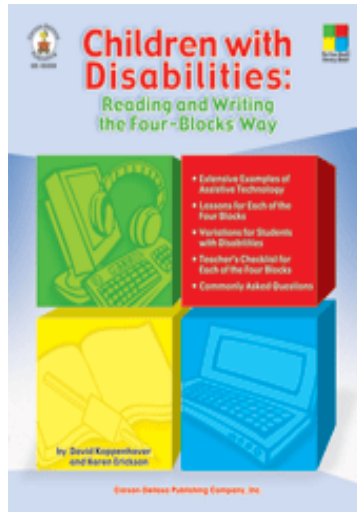


# Collaboration is Key!

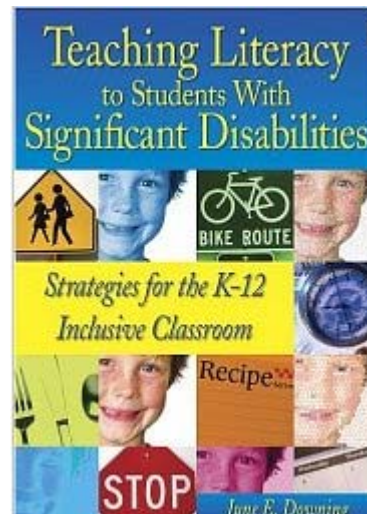




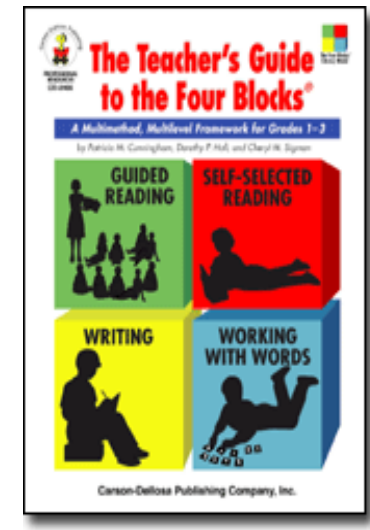
# We Look at the Research...



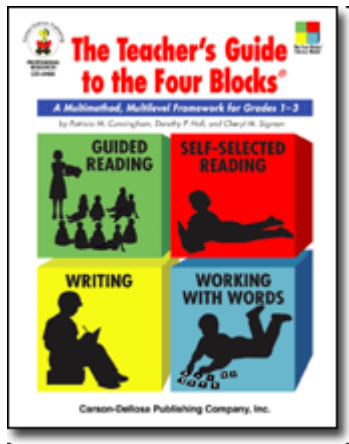
by Karen Erickson  
and  
David Koppenhaver



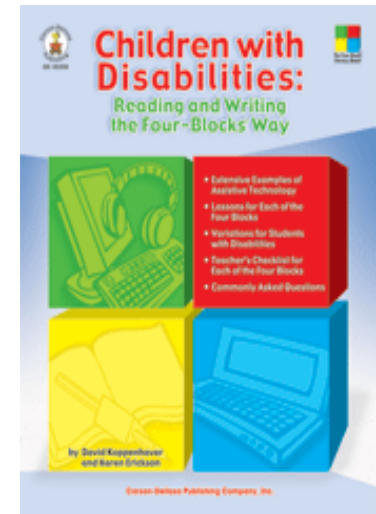
by June E.  
Downing



by Patricia Cunningham,  
Dorothy Hall and  
Cheryl Sigmon



# Four Blocks Framework



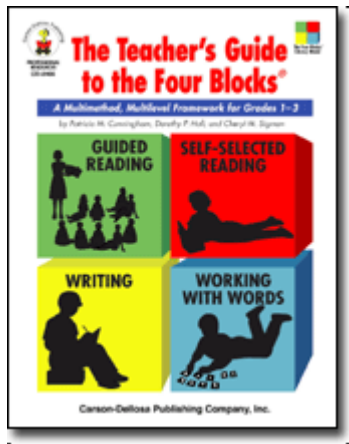
Developed in 1989-91 by Patricia Cunningham, Dorothy Hall & Margaret Defee

First Implemented in 1<sup>st</sup>-3<sup>rd</sup> grade classes in North Carolina

Recently expanded to include models for:

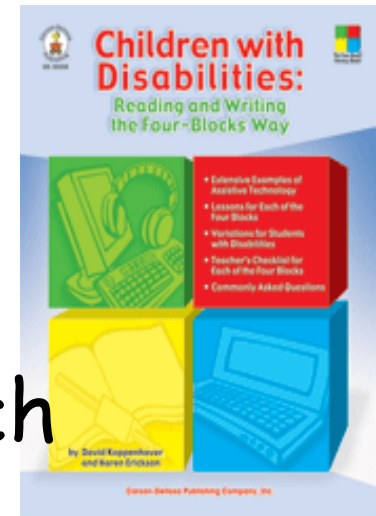
Kindergarten classes – “Building Blocks”  
4<sup>th</sup> – 6<sup>th</sup> grade classes – “Big Blocks”

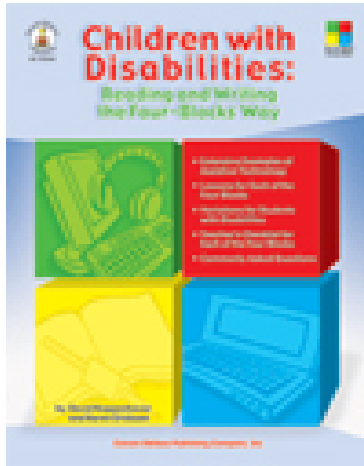




# Four Blocks Framework

- Balanced Literacy Approach
- 90 minute reading block
- Working with Words...letters, sounds, sight words, word families (Phonemic Awareness, Phonics, handwriting)
- Self-Selected Reading... Shared Reading
- Shared Reading...Guided Reading
- Writing

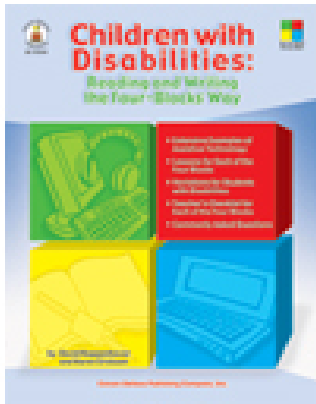




# Children With Disabilities: Reading & Writing the Four Blocks Way

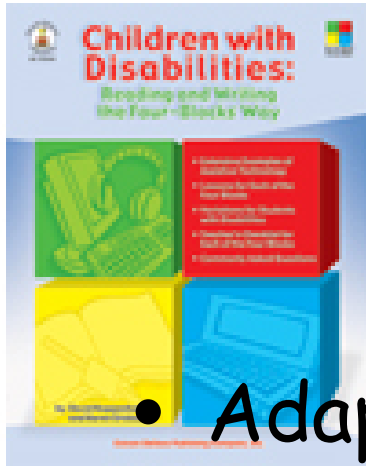
Developed by Karen Erickson & David  
Koppenhaver

- Implemented at the Center for Literacy & Disability Studies, University of North Carolina at Chapel Hill
  - Students with Communication Disorders
  - Students with Moderate – Severe Cognitive Impairments
  - Students with Learning Disabilities



# Adapting the Four Block Model for Students with Disabilities

- Disability type or label does not provide instructional information
- Consider the areas of significant difference:
  - Communication
  - Cognition
  - Physical abilities
  - Senses (vision/hearing)
  - Affect
  - Attention



# Adapting the Four Block Model for Students with Disabilities

- Adapt only in the areas of need.
- Try to develop adaptations that do not significantly change the objective of the activity.
- Multi-level materials are available in each block.
- Use assistive technology as a tool to support students in Four Block activities.

# Time to test the waters...



# 7 Critical qualities of professional development (Fogarty & Pete, 2007)

1. Sustained and implemented over time
2. Job embedded
3. Collegial learning communities
4. Interactive and engaging
5. Integrated (web, F2F, text, video)
6. Results oriented, data and goal driven
7. Practical, hands on

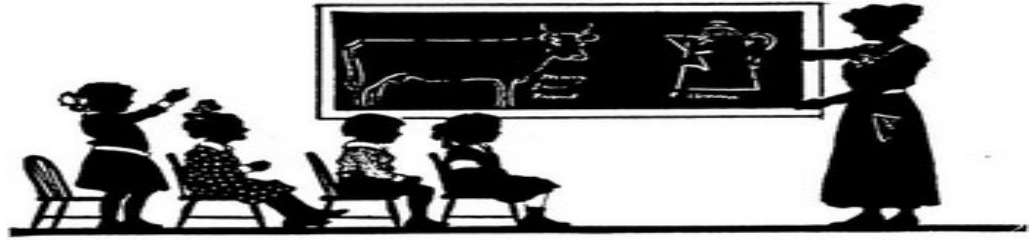
# Adult Learners want...

- Models and samples, stories and case studies
- Time to practice skills
- Time to share ideas: group brainstorming
- Self reflection time
- End Sessions with a product
- Time to ask questions
- Answers to questions
- Real life contexts
- Choice of activities: differentiation
- Choice of supports: live demo, video, quickguide, hands-on
- Resources such as articles, websites



•Reed, Kaplan & Bowser, 2009

# Beliefs...



- Literacy is for everyone and has many different forms
- Federal mandates support literacy for everyone
- Several barriers can be overcome concerning literacy instruction for students with severe disabilities
- Literacy skills enhance one's quality of life in many ways.
- Literacy instruction is as important for students with significant disabilities as it is for everyone else



# The Four-Blocks Literacy Model

A green rectangular block featuring a large calendar with a grid of days and a small illustration of a person in the top right corner.

A red rectangular block containing a picture of a cat and a small text box with a single line of text.

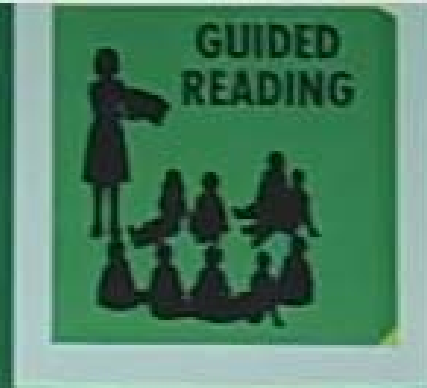
A red rectangular block featuring a picture of a person and several small text boxes arranged in a grid-like pattern.

A yellow rectangular block containing a picture of a person and a small text box with a single line of text.

A dark blue rectangular block featuring a picture of a person and a small text box with a single line of text.

A dark blue rectangular block containing a picture of a person and a small text box with a single line of text.

A light blue rectangular block featuring a picture of a person and a small text box with a single line of text.



I me you she he them it who?

Colors

- red
- yellow
- blue
- green
- orange
- purple
- brown
- black
- white

hair 	hair scissors 	milk 	sweeping 	refrigerator 
hungry 	shovel 	house 	brush 	mirror 
bathtub 	hammer 	eyes 	cookies 	milk 

Numbers

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

Other Words

- big
- little
- hot
- cold
- tall
- short
- good
- bad
-

# Word Walls

<b>Aa</b> after and all	<b>Bb</b> because	<b>Cc</b> can	<b>Dd</b> did down	<b>Ee</b> eat	<b>Ff</b> friend	<b>Gg</b> good
<b>Hh</b> have	<b>Ii</b> in	<b>Jj</b> jump	<b>Kk</b> kick	<b>Ll</b> like little	<b>Mm</b> make made	<b>Nn</b> nice
<b>Oo</b> out	<b>Pp</b> play people	<b>Qq</b> Quidditch	<b>Rr</b> rain	<b>Ss</b> said	<b>Tt</b> the they	<b>Uu</b> us
<b>Vv</b>	<b>Ww</b>	<b>Xx</b>	<b>Yy</b>	<b>Zz</b> teacher		

- Time to practice skills
- Time to share ideas: group brainstorming
- Ending sessions with products;







**Choice of Activities...  
differentiation**



Self reflection time



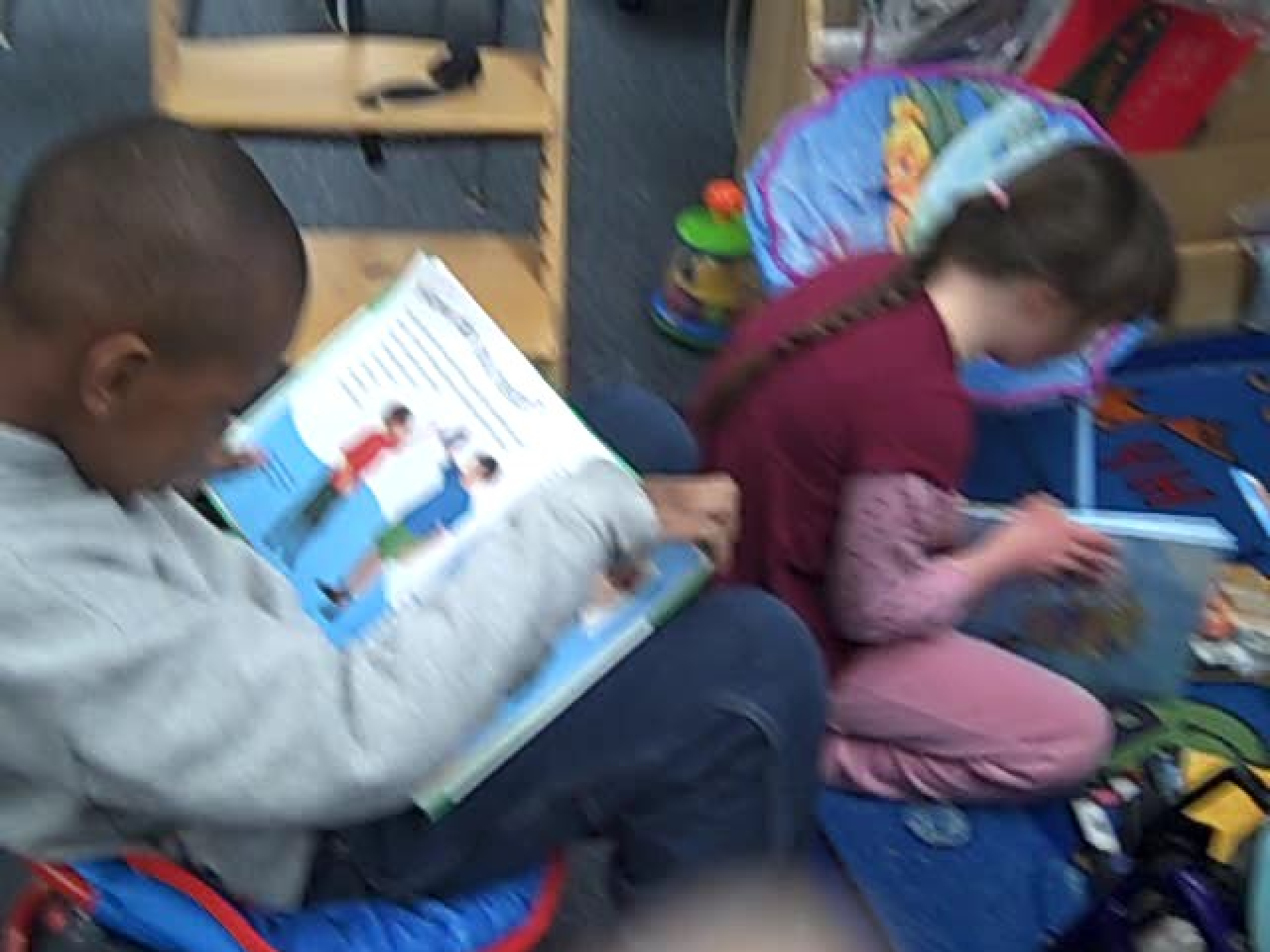
# Real Life Contexts















# "Hop On"



# Dancing the Word!!





# Case Studies

Aa

Bb

Cc

Comprehensive Literacy Cadre 08-09

## Action Research Project

You may do this for one child or your whole classroom.

<http://www.tec.leon.k12.fl.us/Action%20Research/index.htm> (Additional 25 points. Please let Paula know immediately if you will be doing this.) This can be for your IPDP this year! We will be glad to help you set this up.

1. Ask a question... for example... Does implementing the adapted 4-blocks literacy framework improve student achievement in my classroom?

2. Collect data...

### Data Collection Schedule:

- Baseline data October 31, 2009
- 1<sup>st</sup> Data Period February 1, 2010
- Final Data Period May 14, 2010

UNC  
SCHOOL OF MEDICINE

Search Site

directories maps & directions news make a gift careers

Department of Allied Health Sciences  
Center for Literacy and Disability Studies

Home

About CLDS

Faculty

Products Available for Purchase

Projects

Resources


Contact

Center for Literacy and Disability Studies

CB#7335, UNC Chapel Hill  
Suite 1100 Bondurant Hall  
321 South Columbia Street  
Chapel Hill, NC 27599-7335  
Phone: (919) 966-8566  
Fax: (919) 843-3250  
[clds@unc.edu](mailto:clds@unc.edu)

you are here: home

## Welcome to the Center for Literacy and Disability Studies



*Modeling the literacy learning needs of persons with disabilities of all ages.*

The Center's mission is to promote literacy and communication for individuals of all ages with disabilities. It is the belief of the CLDS that disabilities are only one of many factors that influence an individual's ability to learn to read and write and to use print throughout their life and across their living environments. All individuals, regardless of their abilities or disabilities, have the right to an opportunity to learn to read and write in order to increase and enhance their educational opportunities, vocational success, communicative competence, self-empowerment capabilities, and independence.

**Models and samples, stories and case studies**

**Real life contexts**

Over one million books have been read at Tar Heel Reader!

News

- District sees literacy gains 201
- Dr. Karen Ericks Receives Village Award 201
- One Million Books on Tar Heel Reader 201
- New DB Classroom Resources 201

More

Upcoming Events

- Closing the Gap Preconference Minneapolis 201

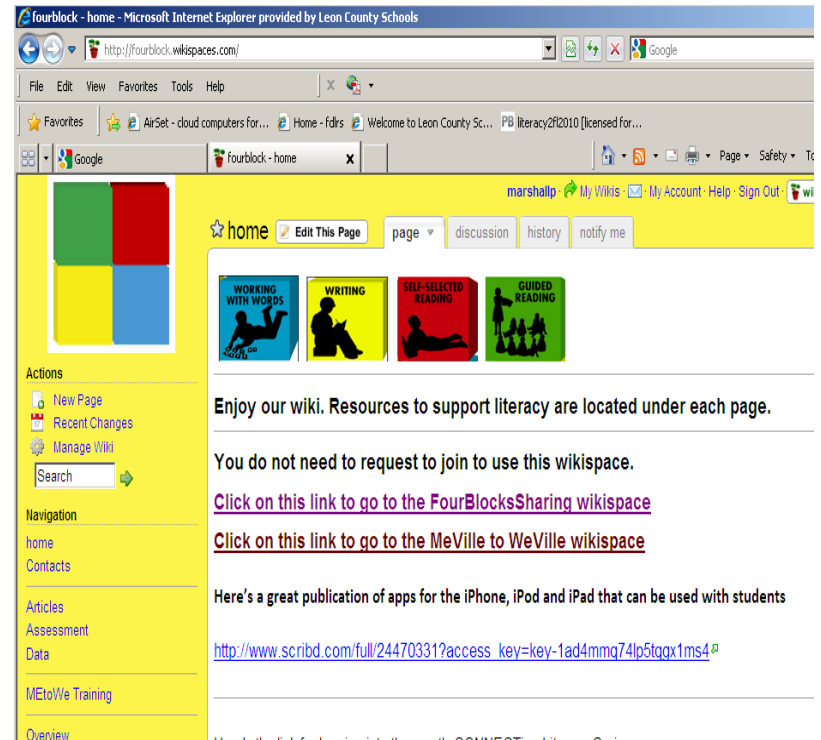
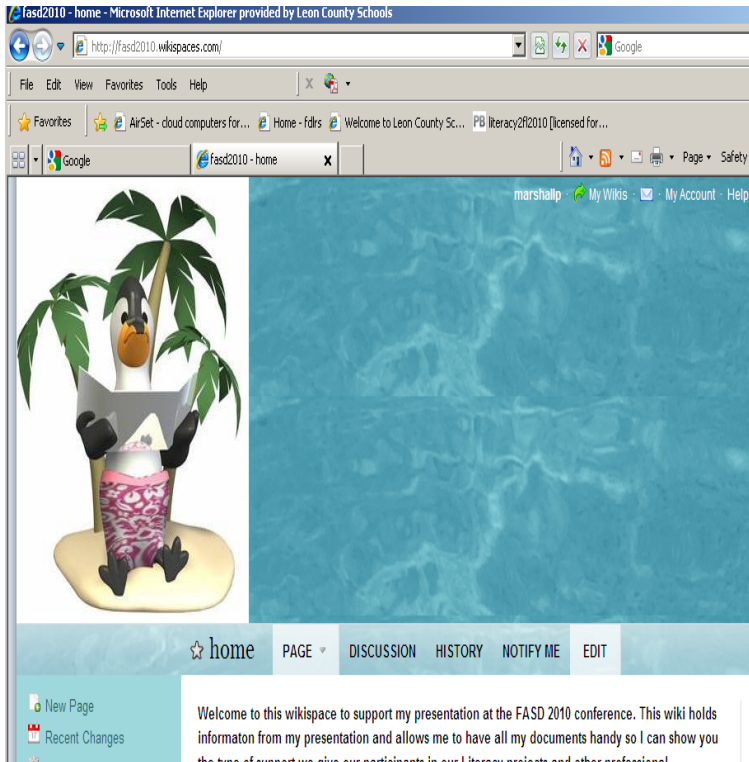
more

Products

Welcome to the Center for Literacy and Disability Studies —  
Department of Allied Health Sciences - UNC School of Medicine

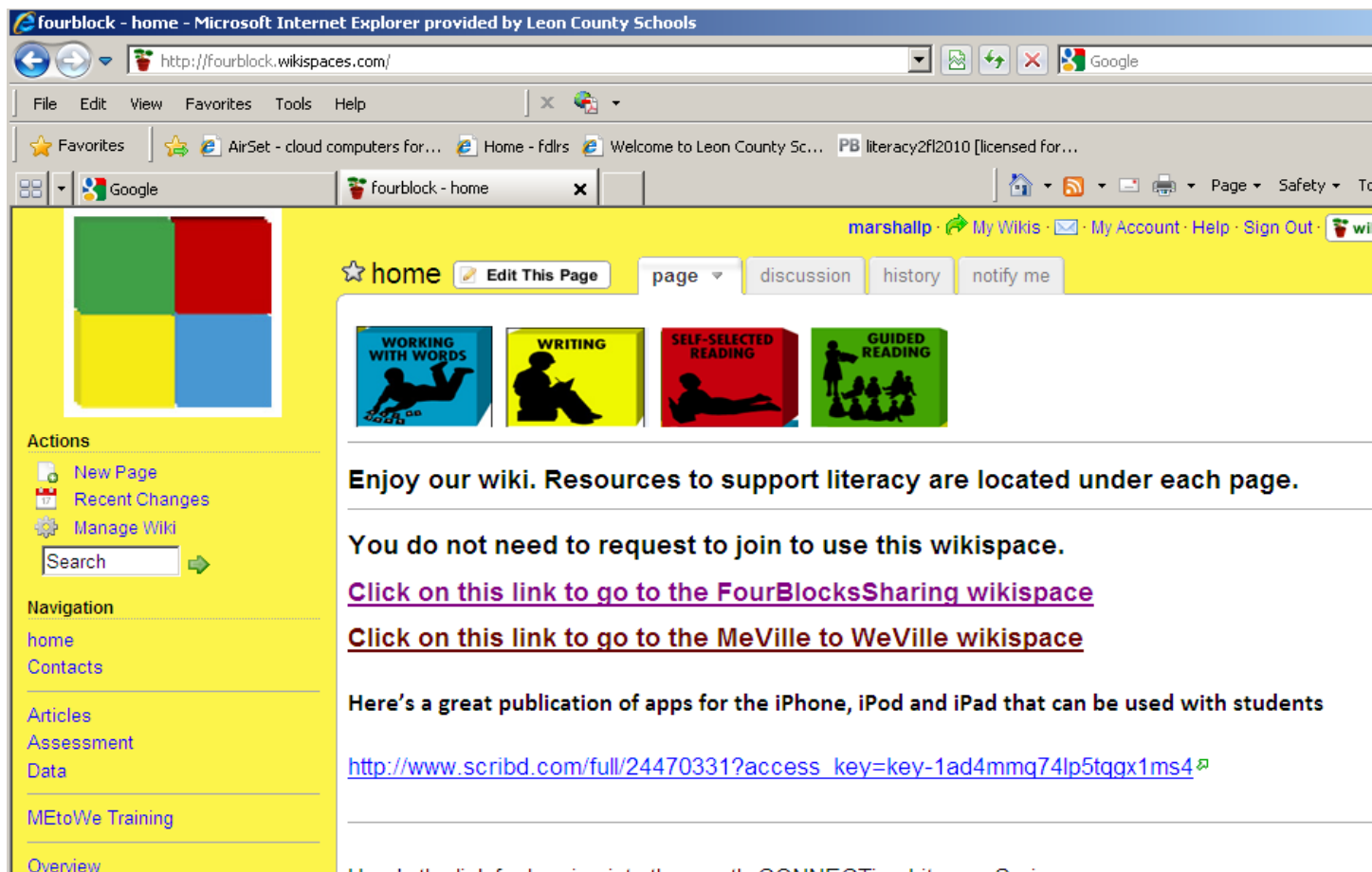


# Resources such as articles, websites



# Wiki use... 5723 hits since 5/25/10

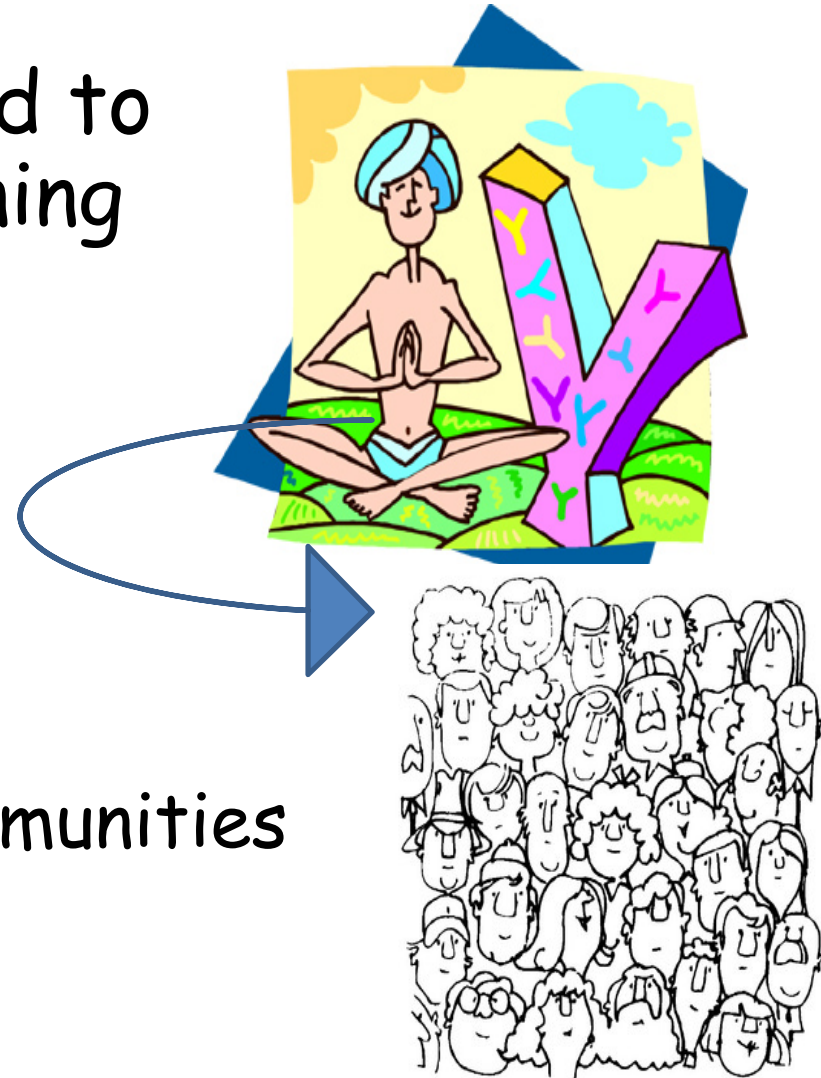
- <http://fourblock.wikispaces.com>



# Present Situation...

## Paradigm shifts in teacher training

- Sage on stage has shifted to collaborative active learning
- Platforms include
  - F2F
  - Distance
  - On-demand training
  - Professional Learning Communities
  - Coaching/mentoring



# National Staff Development Council

- The council recommends that states, school districts, and individual schools devote at least **30% of their technology budgets to teacher development and initiating teacher learning simultaneously** with purchase of the technology.
- Quality staff development extends beyond once-a-year training events to **include generous amounts of at-the-elbow classroom coaching as a regular feature of teachers' work lives**. It also includes frequent opportunities for teachers to share their technology-based practices with colleagues.
- NSDC recommends *"25% of PD time be devoted to learning and collaborating with colleagues"* (NSDC, 2004)

# Connecting With Karen

Dec 16 afternoon 2009

Camera and Voice

Whiteboard 41

Attendee List

- RENA CA
- Chiple
- Karen
- miccosu

Westgate

Karen

Chiple

miccosukee

Chat

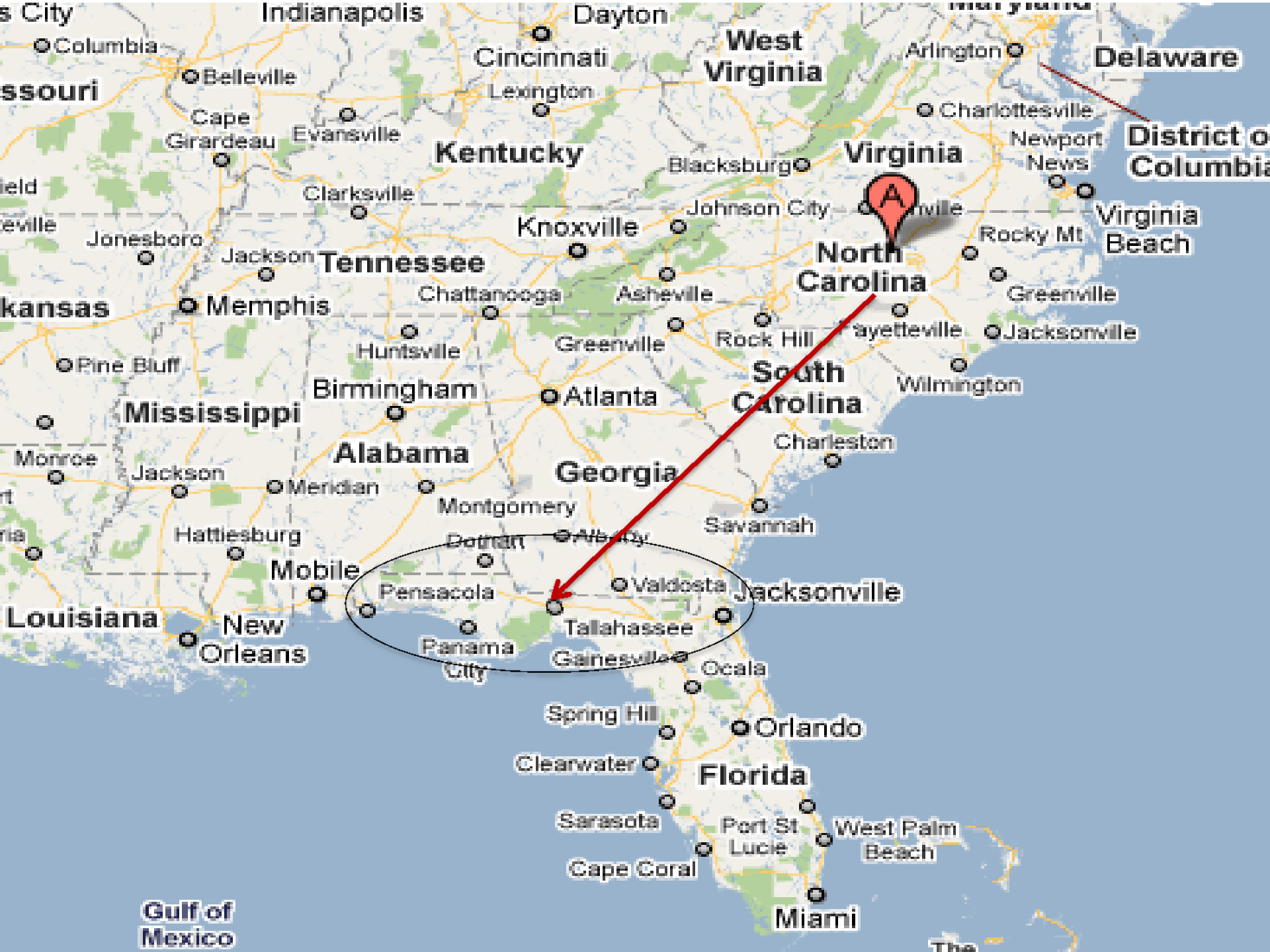
Westgate: rena  
record the session

Note

POST ALL QUESTIONS FOR KAREN HERE:  
Miccosukee:  
What do you recommend for a student who only types his name but has the ability to do more? He gets upset and refuses to type when asked to type anything else.

KE: When I encounter students like this (and I do often), my assumption is always that they are refusing because they don't know how to do what I am asking them to do. So, I set up writing activities that look very different from the way they have currently been writing their name and get them actively engaged in writing

PLAYING... 0:00:12









#### Attendee List (6)

RENA CARNEY  
Chipley  
Karen  
micosukee  
Westgate  
Paula

#### Chat

**Westgate:** rena record the session  
**RENA CARNEY:** Just started recording  
**RENA CARNEY:** I recorded morning session  
**Westgate:** thankyou

#### Note

POST ALL QUESTIONS FOR KAREN HERE:

Micosukee:

What do you recommend for a student who only types his name but has the ability to do more? He gets upset and refuses to type when asked to type anything else.

KE: When I encounter students like this (and I do often), my assumption is always that they are refusing because they don't know how to do what I am asking them to do. So, I set up writing activities that look very different from the way they have currently been writing their name and get them actively engaged in writing to: (1) complete a sentence; (2) label a picture; (3) comment on a picture; (4) indicate whether their lunch choice [I write the name - the students write their choices after the name & tell me their choices so I know what it is they are trying to communicate through writing]; (5) write the words for the picture schedule, etc.... the idea is to provide him with structured reasons to write things that aren't his name.

Do you have a recommendation for an onscreen keyboard that has large letters that are spaced apart that can be used with Classroom Suite? The student has been using the Alphabet Flip Chart but we would like to try the onscreen keyboard as another option for her.

KE: I don't have one, but it would be easy enough to make in classroom suite. Can't you create a grid and make the boxes between each active box be inactive - don't program them to do anything?

I remember that at some time you stated that children did have to have some alphabetic understanding and words under their belt before they did guided reading. For a child that does not have this 'prerequisite' learning...(I hate to use

KE: Guided reading the way I talk and write about it is a conventional literacy instructional approach. We can apply many of the strategies in guided reading to teacher read aloud for



# SHOWCASE LITERACY



Feb. How long until the

1. What literacy curriculums are you using in your classroom?  
MeVile to WeVile, Storytime, Start to Finish Literacy, other)  
**Start to Finish**

Please indicate what lessons have been addressed this year.

**Working on the week-ends series**

2. How do you address guided reading, shared reading and self-selected reading in your classroom?

**Start to Finish**

Incorporate into functional activities as much as possible

Which trade books have you used in each area so far this year?

**Trade books?**

If you have strategies written down please give a copy to Sherry.

How do you deliver instruction in the above areas? (Individual, small group or whole class?)

**All of the above**

How do you paraprofessionals support or deliver instruction?

**They follow lesson plans and/or general classroom teaching strategies to deliver instruction**

3. List any strategies you have used to support development of comprehension. Describe them if possible.

Everything is communicated to students through written word, i.e., an upcoming event, asking them participate in an activity and having them check off, circle, or fill in the blank, making announcements Sally...Eagle of the Month...written notes are placed in mailboxes and students check them in the A/ asked to:

1) read the note and then are asked to tell you what it said, place the information in their calendar, to share with parents, make a phone call or write a note to teacher or friend about what their note....

OR...

2) the note is read to them and then we ask questions about the note., if they are unable to answer it (or just the sentence pertaining to the comprehension question is re-read and again the student is a unable to answer...they are given a choice between two things, "is it about Eagle of the Month or ch We also use books, magazines, newspapers, articles or information pertaining to what they are learn

decide between 2 topics what they want to read about then we do same as listed above

4. How many students in your classroom use AAC systems. Please list them.

## Developing a Literacy and Low Incidence Disabilities Implementation Plan with Dr. Karen Erickson

May 6 and 7, 2010

Tallahassee, Florida

**When:** May 6 and 7th, 2010 Eastern 8:00-4:30

**Where:** FDLRS Region 1 Technology Services  
3955 West Pensacola Street  
Tallahassee, Florida 32304

**Who:** Regional Literacy Teams

**Register:** ePDC (Electronic Professional Development  
Connections) system:  
*Literacy and Low Incidence*

### Register:

<http://www.paec.org/>: Get account in the ePDC system

Register for the Erickson course:

*Literacy and Low Incidence*

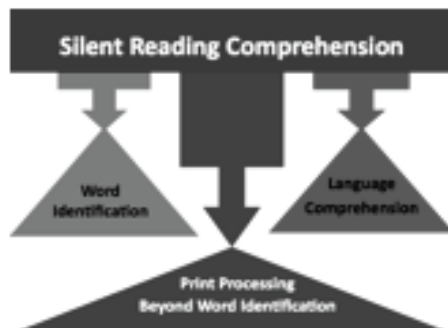
You must register on ePDC to attend!

**THANKS!**

Panhandle Area Educational Consortium  
753 West Boulevard, Chipley, Florida  
32428

(850) 638-6131 Toll Free: (877) 873-7232

# What's the difference?



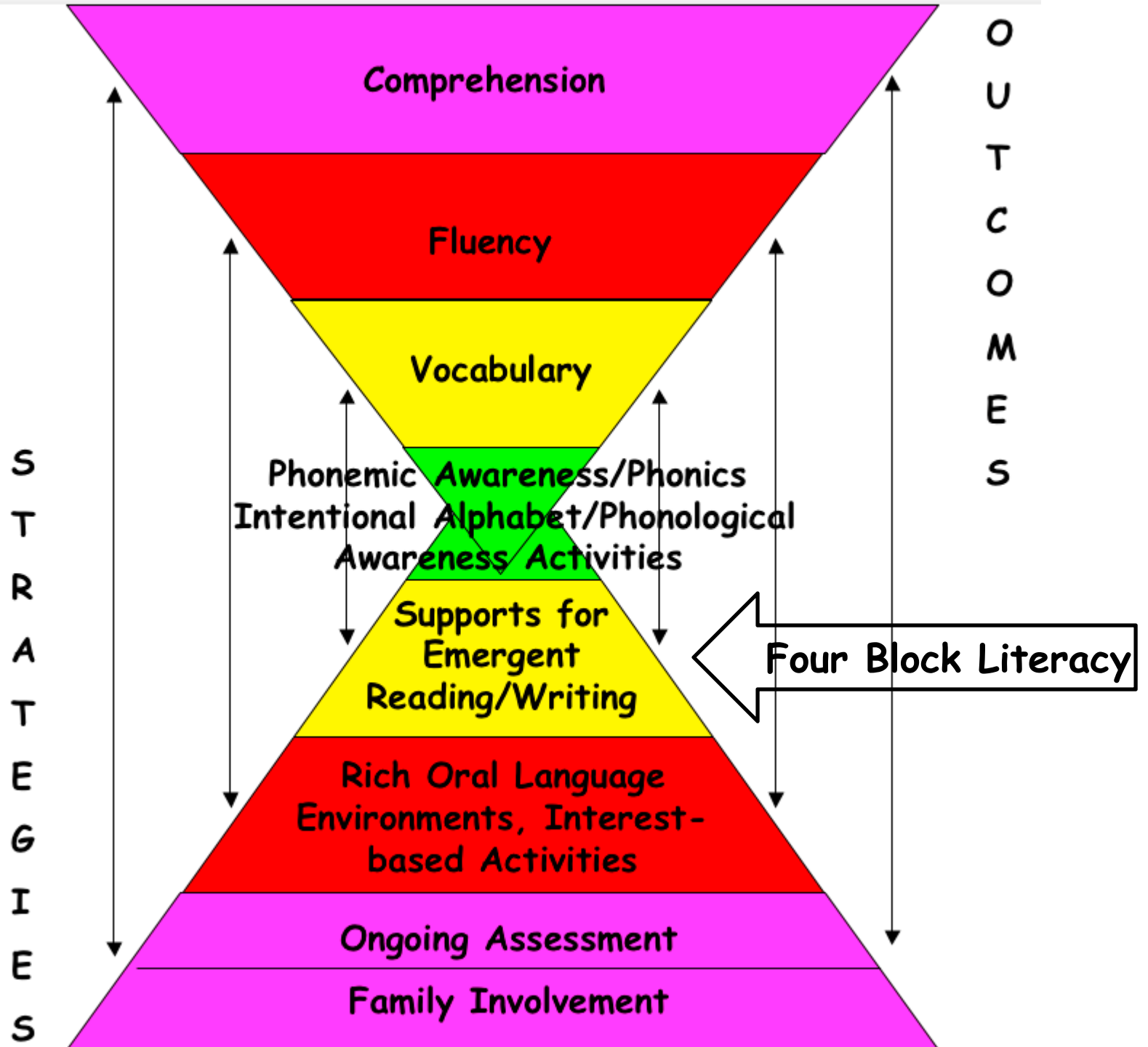
**Whole-to-Part Model** of the Constructs Underlying Silent Reading Comprehension



**Four Blocks** approach to comprehensive literacy instruction



**Hourglass Model** of emergent and early conventional literacy instruction



# Proud of Accomplishments

- Rachel Payne and Hunter
- Escambia Westgate School



# Time to cut the apron strings?





# We are on our own!



The image is a screenshot of a video conference interface. On the left side, there is a vertical sidebar with several panels. The top panel, titled "Camera and Voice", shows a video feed of two women, Peggy Harter and Paula, smiling. Below this is a panel titled "Attendee List (2)" which lists "Paula" and "Peggy Harter" with status "Active" and speaker icons. At the bottom of the sidebar is a "Chat 3" panel with the message "The chat history has been cleared." The main area of the interface is a large rectangle with a light gray background. On the right side of this area is a photograph of several hands stacked together in a circle, symbolizing teamwork or support. Overlaid on the left side of this main area is the word "Welcome" in a large, black, sans-serif font. At the bottom of the main area, the text "CONNECTing LITERACY" is displayed in a black, sans-serif font, with "CONNECT" in all caps and "ing LITERACY" in title case.

Camera and Voice

overview for connect2.pptx

Peggy Harter Paula

Attendee List (2)

ly Status:Active

Paula

Peggy Harter

Chat 3

The chat history has been cleared.

# Welcome

## CONNECTing LITERACY



# Present Situation

- Access points linked to Sunshine State Standards - higher expectations
- Literacy based instruction as functional skills are learned
- Belief system is changing
- Research is coming
- States adopting training
- Students and their teachers are excited about learning and teaching

Thank you. Have a great evening!

